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ABSTRACT

A practicum designed and implemented a program to address the related problems of negative attitudes toward reading, low reading abiility, and poor student working vocabulary. Intervention strategies and critical thinking activities were used to raise students' "Degrees of Reading Power (DRP) scores and to improve students' attitudes toward reading in general. A target group of twenty-four 10th-grade English students was chosen for the implementation. The program combined contextual and definitional approaches to vocabulary study using a variety of methods and a combination of strategies to provide repetition and opportunities for meaningful usage. Success was measured with a combination of three pre- and post-methods. These were attitudinal surveys, DRP tests, and teacher-made objective tests over the vocabulary words taught during the implementation period. Results showed some increase in DRP scores, an increase in vocabulary, and an increase in positive attitudes toward reading in general. Extensive appendixes include test and survey scores as well as many of the activities used in the implementation. (Author/SR)

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INCREASING READING COMPREHENSION AND POSITIVE ATTITUDES TOWARD READING THROUGH IMPROVING STUDENT VOCABULARY

by

MARY R. LUCKHAM

A Practicum Report

Submitted to the Faculty of the Center for the Advancement of Education, Nova University, in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

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Abstract - Final Report

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Negative attitudes toward reading and low reading ability seemed linked to each other and linked to poor student working vocabulary. The implementation of intervention strategies and critical thinking activities were used to raise students' Degrees of Reading Power test scores and improve students' attitudes toward reading in general. A target group of twenty-four tenth grade English II students were chosen for the implementation. The program combined contextual and definitional approaches to vocabulary study using a variety of methods and a combination of strategies to provide repetition and opportunities for meaningful usage. Success was measured with a combination of three pre and post methods. These were attitudinal surveys, DRP tests, and teacher-made objective tests over the vocabulary words taught during the implementation period. The results showed some increase in DRP scores, an increase in vocabulary, and an increase in positive attitudes toward reading in general. Appendices include many of the activities used in the implementation.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledges such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Signed: Mary R. Lucklow

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Chapter I

Purpose

Background

School and Community Setting

The practicum site school is located in a county with a metropolitan population of over 900,000. The site school is located in Florida's largest inland city. This city has developed as a center of manufacturing, distribution, and tourism (Johnson, 1990). The site city has a growing population which the school system is struggling to satisfy.

The metro school system has 112 schools with over 100,000 students and over 6,000 teacher/instructional personnel and a budget of over $480 million. The school system is the twenty-second largest of more than 16,000 in the nation, and is the sixth largest in Florida. This metro school system serves a wide ethnic distribution. As of the end of the third week of school in the 1990 - 1991 school year, the area distribution was 62.8 percent White, 25.1 percent Black, 9.5 percent Hispanic, 2.4 percent Asian/Pacific Islander, and .2 percent American Indian/Alaska Native (Orange County Public Schools, 1990-91).

The site school belongs to the Southern Association of Colleges and Secondary Schools. Similar to other high schools in the area, the school year consists of two semesters of ninety days each for a 180 student day school year. The grading year is divided into four quins of approximately forty-five days each. The class day is a seven period day beginning at 7:30 a.m.

On Mondays, Tuesdays, Thursdays, and Fridays, the class day ends at 2:55 p.m. The classes are fifty-two minutes in length except for fifth period which is divided into two periods and two lunch shifts. The classes meet four days a week for the same amount of time each day. On Wednesday, the day is shortened and classes are dismissed at 1:55 p.m. The classes on that day are shorter except for fifth period which is the usual length because of the lunch schedule. On Wednesday after the students leave, the teachers have time for meetings, inservice, conferences, or paper work.

The site school was founded in 1958 as a high school. Located in a working, middle-class neighborhood, the school was built to educate students in grades tenth, eleventh and twelfth. In 1987, with the advent of the Middle School Concept, grade nine was added. In 1990, the ninth grade was partially separated from the rest of the school in a "school within a school." This modified Ninth Grade Center has been located in one building of the site school. The Ninth Grade Center shared this building with the English department and a section of the Special Education department. The site school in 1991 had six main classroom buildings, a library, a gymnasium, a guidance suite and a new auditorium. The school covered about eleven acres of land.

The site school educated over 2800 students in the 1990 - 1991 school year. When the site school began, the neighborhood was predominately White. Now the school has a large minority population. The site school has a rather diverse student population (Appendix A: 47). As of October 22, 1990, the total

school population was 2852 students. This student total was divided into 823 ninth graders, 844 tenth graders, 641 eleventh graders, and 544 twelfth graders. In the 1990 - 1991 school year, the school's administration consisted of one principal, four assistant principals, and two deans. There were 177 teachers and instructional personnel. There were nine aides and eighteen office clerks and secretaries. The site school had three permanent substitutes. The students were advised by seven guidance counselors. Students were assigned a counselor alphabetically according to a student's last name. There was one school psychologist. There were thirteen custodians, sixteen cafeteria workers, one gate guard, and one proctor for the computer laboratory.

The site school offered several programs of study in the 1990 - 1991 school year. The site school was divided into fifteen departments. These departments offerred a wide selection of programs. These were college preparatory, general academic, and vocational (Johnson, 1990). The site school offered a college preparatory program consisting of advanced placement courses in English, American history, European history, and Spanish. Also offered were Honors courses in English, mathematics, chemistry, physics, American history, world history, and foreign language. The Students on the Academic Road (SOAR) program served students preparing for college. Chemistry offered a special program which earns college credit from Rollins College. There was a dual enrollment course in psychology which earned credit at Valencia Community College. The site school offerred

instruction in Spanish, French, German, and Latin. Thirty-seven percent of the past graduating students from the site school went on to two or four year colleges (Johnson, 1990).

The practicum Writer

The practicum writer was one of thirty-three English teachers at this site school. The writer is certified in English and art and endorsed to teach gifted. The writer has been teaching since 1970. This experience has been in grades seven through twelve. The last sixteen years have been at the high school level. The practicum writer has been teaching at this site school since 1984. The writer has had experience teaching at all levels of English. In the 1990 - 1991 school year, the practicum writer taught one English I Repeat class and three English II Regular classes. The writer taught in one classroom, shared with a Ninth Grade Center social studies teacher, for three class periods and in another classroom, shared with three other English teachers, for one class period. The writer had two planning periods which was normal in the site county for English teachers. The writer was limited in the maximum number of students as required by state law under the Writing Enhancement Program (WEP). The total student count should not go above one-hundred. Individual classes should consist of no more than twenty-eight students as long as the total count is no more than one-hundred. Besides the four classes and two planning periods, the other period was hall duty.

The Target Population

The target population for this practicum was a tenth grade regular level English class which met during the fifth period, after lunch, from 12:01 to 12:59 on Monday, Tuesday, Thursday, and Friday. On Wednesday, fifth period met from 11:25 to 12:20. At the beginning of the implementation, the class contained twenty-four students. There were ten girls and fourteen boys. There were eleven Whites, ten Blacks, two Puerto Rican - Americans and one Dominican - American. This target class was randomly selected by computer scheduling. The students were placed in a regular level class according to their previous English grades, their scores on the Comprehensive Test of Basic Skills (CTBS) which was taken in the previous year, and teacher recommendations. All of these students have passed English I. The usual nine week's grades ranged from F to A. A couple of the target students have had attendance difficulties. The target class seemed to be a fairly typical tenth grade group of students.

As the practicum progressed through the implementation stage, the target population changed. By the end of the school year and the end of the implementation, eleven students had left the class and others had enterred the class. Thirteen of the original target group remained. This is the group reviewed to judge the success of this study. This group contained seven males and six females. The gr up contained six Whites, six Blacks, and one Hispanic.

Problem statement

The students in this target population were having problems related to reading. First, students complained of difficulty in reading the assigned textbook selections. Many of the selections were difficult to understand. The selections were particularly difficult when assigned as homework or individual, silent reading. Some students could not comprehend the selections enough to complete the assignments. Many students admitted they were also doing poorly in other subjects that require reading ability. Second, the students believed one obstacle to comprehension was a lack of vocabulary. Since the students could not understand certain words used in the selections, the students could not understand the reading selections. Third, the students did not enjoy reading and did not like to read. The students, not understanding what they were reading, often lost interest before finishing the assigned selections. The students claimed the lack of interest in reading the assigned selections was due to the difficulty in reading them. People in general enjoy doing what they do well and dislike what they do poorly. Many of the students disliked reading and read very little on their own.

Because of reading problems, 67 percent of the target students did not enjoy reading. On an attitude survey (Appendix B: 50) developed by the practicum writer, 42 percent of the students showed negative attitudes towards both the textbook selections and pleasurable reading.

One hundred percent of the students in this target population should have been able to read at the average level of the tenth grade textbook or better. The selected textbook for English II, Question and Form by Scott, Foresman Inc., averages sixty-one (61) on The College Board's Degrees of Power, (DRP) readability scale (Readability of Textbooks, 1988). The most difficult selection rated a DRP of sixty-six (66). The target students took a version of the DRP test to determine individual reading levels (Appendix C: 52) and compared these levels to this year's textbook and next year's textbook. Ten of the twenty-four target students read below that level. All students should have been able to read the easier textbook selections without the teacher's help and the harder selections with the teacher's help. None of the students should have been frustrated by the reading selections in the English II textbook.

Next year most of the target students will take English III. The English III textbook, Scott, Foresman's United States in Literature,averages sixty-three (63) on the DRP readability scale. Ten students read below this level. The most difficult selection rated in this book is rated sixty-eight (68). Twelve of the target students read at or below this level. When the target students enter English III next year, all of the students should read at level 68 or higher.

DRP scores are one way of charting the growth of students' reading ability. When students enter high school in the ninth grade, the mean DRP score at the 75 percent comprehension level without instruction is 63.3.

By the time of high school graduation, the average DRP score has increased to 76.0 (Appendix D: 54). At least a 66 DRP is needed to read the Florida Driver Handbook (Degrees of Reading Power Handbook, 1986) (Appendix E: 56). The 1983 Orlando Sentinel has a DRP between 62 for the sport's section to 70 for the front page. The Orlando Sentinel's average DRP is 67 (Appendix F: 58) (DRP Handbook, 1986). The higher the DRP score, the better a student will do on activities requiring reading.

When tested, the target students' scores ranged from a DRP score of 43 to 86 with 67 being the average DRP score. The present school year was almost over when this practicum was implemented so the focus was on success in next year's English III class work. The DRP score on the English III textbook is 63. Ten students or 42 percent of the target population read below 63. This means only 58 percent of the target group read 63 or better. The more difficult selections from the English III book rated a 68 on the DRP readability scale. Twelve of the twenty four students read below 68 which means only 50 percent of the students read above this 68 level. This means a discrepancy of 50 percent existed between the average DRP score of the target students and the average DRP score of the more difficult selection from the English III textbook. The problem this practicum addressed, therefore, was to raise the target students' reading ability by 50 percent so 100 percent of the students are able to score 68 percent or better on the DRP test indicating the reading skills needed to comprehend the more difficult reading selections in their English III textbook next year.

Outcome Objectives

The following outcome objectives were hoped to have been accomplished at the end of the 12-week practicum implementation period:

1.) 50 percent of the target students would have increased their reading ability so that 100 percent of the students would score 68 or higher on a DRP test. This objective would be measured by determining if 100 percent of the target students scored 68 or higher on a DRP test administered at the conclusion of the practicum implementation.

2.) 100 percent of the target students would have improved their DRP scores by 5 points or more. This objective would be evaluated by comparing each student's DRP score on the test administered prior to the practicum implementation to the DRP test given at the conclusion of the practicum implementation.

3.) 90 percent of the target students would have improved their attitude toward reading through the use of critical thinking activities. This objective would be measured by a comparison of responses to a pre-and-post attitudinal survey. In order to meet the criteria for positive attitude, students would have to answer 80 percent of the following questions on the post-survey positively: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 and 13.

4.) 100 percent of the target group would have scored 75 percent or better on the post-test administered as part of the final exam.

CHAPTER II

Research and Solution Strategy

Research

Research on improving reading comprehension skills was extensive. Many activities, strategies, and methods were been explored. The problem seemed to be well documented and investigated. Many of these documents concentrated on improving vocabulary in order to improve comprehension. The research on vocabulary improvement was extensive.

"Vocabulary Overview Guide" by Carr (1985) examined a three-step procedure to improve vocabulary (Appendix G: 60). Carr teaches graduate and undergraduate courses in reading at Eastern Michigan University. The "Vocabulary Overview Guide" was developed for secondary students. The first step in the technique was the demonstration and explanation that the teacher gives the class. The demonstrations are given in the order that a student's writing will develop. The teacher begins with small paragraphs and increases the length and difficulty of the example paragraphs. This models the procedure for the students. If students know what is going on and what can be accomplished, the process should be easier for them.

The second step is a period of guided practice. Students create their own Vocabulary Overviews. This is often a class activity. Many students like class activities that are group efforts. Students can then learn from each other and can have a better chance at success as they work together. Corrective feedback and guidance are often needed at this time. A teacher

can check students' understanding before the students move on to practice in smaller groups or before they move to independent work.

The third step is independent work. After steps one and two, most students will have success when they begin working independently. If students believe they will succeed, they are more likely to attempt the individual work. A good, positive attitude helps.

Many students will find the overviews helpful. Overviews are a type of graphic visualizer. Graphic devices are useful for visual learners and students who favor right brain learning. Other students enjoy the work as if it were a game or puzzle. It seems especially interesting that eventually with much practice, students could "internalize the procedures and self-monitor their learning" (Carr, 1985).

Some students will not find the overviews as useful. Problems could exist when students have difficulty developing categories. If their experience is limited, there could be problems making associations. Some students believe that anything like this (graphic organizers, mapping, etc.) is babyish. Overviews might not be for all students.

"VOCAB-LIT: Integrating vocabulary study and literature study" is written by Chase and Duffelmeyer (1990). Chase is a high school English teacher in the Winterset Community School District in Iowa. Duffelmeyer is an instructor in the College of Education at Iowa State University in Ames, Iowa. This study presents a technique for helping students understand literary elements through vocabulary study. The authors call this technique

VOCAB-LIT. In VOCAB-LIT, students select which words to study in a novel. The authors used Haggard's (1986) Vocabulary Self-collection strategy (VSS) as their inspiration. The authors modified Haggard's VSS in three ways. First, in the area of discovery, the student does not have to reveal why the word was selected. The why should come out later in the discussion of what the students learned. Second, in the area of word knowledge level, students are not told to think about how well they know a word. Instead, students are to be aware of their personal level of knowledge. Third, in the area of making connections with content, students in VOCAB-LIT are guided to reach important ideas through individual words. The authors want students to realize that knowing a single word can lead to things such as "visualizing a character, comprehending a character's motivation, perceiving a theme, and understanding an author's point of view" (Chase, 1990: 189).

Chase (1990) introduces VOCAB-LIT into four tenth grade English classes along with a novel unit. Each of Chase's classes are divided into two groups of ten students. Each group is assigned a different novel to read. On the first day, the author\teacher introduces a word which is significant to the novel. The students write the word on a special VOCAB-LIT study sheet (Appendix H: 62). Each student then marks a personal level of knowledge by checking one of three options: unknown, acquainted, and established. Then, if any students think they know the meaning, they share the knowledge with the group. If any sharing happens, everyone in the group checks the "experience" box. The teacher then tells the students where the word can be

found in the novel. The students copy down the sentence using the word. Then the students are asked what the context suggests about the word's meaning. The students share their "predictions" with the group. If any sharing happens, the context box is checked. If both experience and context are shared, both boxes are checked. One student is selected to look up the meaning of the word in the dictionary. If the students' previously shared guesses are incorrect, the dictionary box is checked; and the students write the dictionary definition. Then the teacher guides the students in a discussion of what is learned by knowing the word's meaning. If the word describes a character, what does it add to the characterization? If the word is connected to the setting, what does it add to the setting or plot? At the end of this discussion, the students write what they have learned. After this modeling of VOCAB-LIT, each student is assigned a day to present a word from the previous day's reading to the group.

Chase and Duffelmeyer admit VOCAB-LIT has limitations. First, since it is based on self-selection, students may not select significant words. The authors state that six out of every ten words brought before the group gave a "springboard for the discussion of literary elements." They are satisfied with that success rate. A suggestion is made that a teacher could select some words and be prepared to introduce them if the students did not. Another suggestion is that the teacher limit the students' choices to a preselected list of works. A second criticism of VOCAB-LIT is that by allowing students to select the words, the teacher is abdicating part of a

teacher's responsibility. The authors do not see VOCAB-LIT as an abdication but instead as a means of involving students in the learning process. Even when students select words that do not lead to discussions, they are enlarging their vocabularies. Chase, the teacher, also tested the students to see how well they retained the VOCAB-LIT words. The students had to define a target word, compose a sentence which contained a target word, and answer a literary-element-related question which required an understanding of a target word. The authors believe VOCAB-LIT to be a successful strategy for integrating vocabulary study and literature study.

In "Teaching Vocabulary to Improve Reading Comprehension", Nagy (1988), a senior scientist at the Center for the Study of Reading at the University of Illinois at Urbana-Champaign, claims "vocabulary knowledge is fundamental to reading comprehension; one cannot understand text without knowing what most of the words mean" (Nagy, 1988: 1). A major reason for vocabulary instruction should be to help students understand material they are about to read. Nagy's document is the most extensive study this practicum writer researched because it covers several aspects of the problem and offers a variety of solutions. Nagy researches several techniques used in teaching vocabulary and critiques them.

First, Nagy explores the reasons for failure of vocabulary instruction. Nagy believes most vocabulary instruction fails to produce in-depth word knowledge. Reading comprehension requires a higher level of word knowledge than usually achieved by most vocabulary instruction. This implies that

teachers need to use more intensive instruction to produce in-depth word knowledge. Nagy also believes that students do not have to know every word in a text to understand the text. Since students do not have to know every word, teaching those unneeded words would not improve comprehension. This implies that more reading, rather than more vocabulary instruction, is needed to produce more vocabulary growth and better reading comprehension. The relationship between vocabulary knowledge and reading comprehension is very complicated and tied closely together.

Nagy studies the problem involved with traditional methods of vocabulary instruction. The first traditional approach is the definitional approach or learning dictionary definitions or synonyms for instructed words. By itself, Nagy believes this method is not reliable in improving reading comprehension. Many definitions are not very good. The definitions are difficult to understand or appropriate to the text the student is reading. Sometimes definitions do not contain enough information and the student cannot use a word correctly based on the definition's information. Just the dictionary definition is not enough because comprehension comes from a "wealth of encyclopedic knowledge" not just a simple definition (Nagy, 1988: 7).

Another traditional method explored by Nagy is teaching vocabulary through the context. Nagy believes the context looks helpful only if the reader already knows the meaning of the word. If the reader does not already know the word, the sentence may be of little help. A teacher can construct

a sentence to make the context more revealing to the reader. However, then the sentence often sounds contrived. A contrived sentence defeats the purpose of teaching students to find meaning through naturally occurring sentences.

Nagy suggests a combination of the traditional definitional and contextual approaches. Vocabulary study should provide good definitions and illustrations of the word's usage. Nagy believes that is the minimal requirement for a good vocabulary lesson. Vocabulary instruction should go beyond the minimum. Nagy calls this "intensive vocabulary instruction" (Nagy, 1988: 9).

For this intensive instruction, vocabulary instruction should integrate the instructed words with other knowledge. Semantic Mapping is one activity which Nagy mentions in this category of instruction (Appendix I: 64). Semantic Mapping can be a pre-reading activity. Semantic Mapping merges vocabulary instruction with prior knowledge and other meaning-based approaches such as personal experiences, role-playing activities, and opinions.

Nagy also mentions Semantic Feature Analysis. Good vocabulary instruction should show connections between the instructed items. Semantic Feature Analysis is good for words that are semantically closely connected. This analysis shows features which words have in common. The Semantic Feature Analysis can be shown on a vertical matrix or a Venn diagram which show areas in common and areas different between similar words or items.

The meanings of some words "fall into hierarchical or taxonomic relationships" (Nagy, 1988: 16). For these, hierarchical arrays can show relationships. These arrays look almost like trees, and the process is sometimes called treeing. Linear arrays are similar to hierarchical arrays. Linear means in a line, and some relationships between words can be shown visually by arranging the words in a line.

Nagy believes vocabulary instruction must bring students to understand new concepts. New words must be treated as new concepts not just new labels for old concepts. Nagy suggests that one method for this is to begin with a discussion of a word without mentioning the word itself. Doing this stresses the concept rather than the word. Another way to stress the concept is to discuss examples and non-examples of the word.

Once new words are integrated with the familiar, the next important step is repetition. Readers must have sufficient practice so the meaning is quickly and easily accessible while reading. So the repetition does not become boring, teachers must provide opportunities for "meaningful use" (Nagy, 1988: 23).

Several methods are mentioned by Nagy for providing this "meaningful use." Multiple choice questions that give practice at definitional and contextual questions are one method. Another method uses a graphic array to make inferences about clusters of related words. Nagy mentions a word-association activity and a sentence completion activity. Game like activities are mentioned. Other ideas and games are mentioned which give

students an opportunity to use the words being taught repeatedly.

Many words are not crucial to understanding in reading. This is the reason vocabulary study does not often improve reading comprehension according to Nagy. Intensive vocabulary study may be needed for some words, but what about the others? When some words are not necessary, these words do not have to be taught. For some words, definitions may be all that is necessary. To improve some vocabulary, students just need more exposure to more words. Teachers should include a large number of words in the teacher's classroom vocabulary. A classroom can become a vocabulary rich learning environment.

Nagy (1988) seems to agree with Kress Schatz and Baldwin (1986). These two authors write "Context Clues are Unreliable Predictors of Word Meanings." In the article, Schatz and Baldwin come to the same conclusion that Nagy does. Context has little influence on high school students' ability to conclude the meaning of unfamiliar words.

Another research resource is "Think Aloud - Modeling the Cognitive Processes of Reading Comprehension" by Davey (1983). Davey teaches graduate courses in secondary reading and reading disabilities at the University of Maryland located in College Park, Maryland. The activities Davey calls "Think-alouds" are when teachers verbalize the teacher's own thought processes while reading to model the kind of strategies a skilled reader uses during reading (Appendix J: 66). The five techniques Davey selects are the keys to certain weak points in the reading strategies used by poor

comprehenders. The first is to make predictions. Students can make predictions from the title or from clues given in the text as to what will happen next. The second is to describe the picture forming in the student's head from the information given in the text. The third is to share an analogy. The purpose of the third technique is to link prior knowledge with the new information in the text. The fourth technique is to verbalize a confusing point. Verbalizing as one reads monitors ongoing comprehension. The fifth technique is to demonstrate fix-up strategies which show how a reader corrects lagging comprehension. Davey believes an instructor should monitor the five techniques several times. Then students can work with partners to practice "think-alouds." Eventually students will practice "think-alouds" silently and independently. In Davey's study, students showed comprehension improvement after three weeks of practicing "think-alouds."

Davey sees a need to transfer this strategy to regular school situations for the strategy to be effective. Teachers should give ample practice with daily school materials and tasks. Teachers should integrate these thinking strategies with selected reading lessons and content reading. The purpose should be to "enhance a meaning orientation to print" (Davey, 1983: 46). The strategy should help improve students" independent reading. Students should expect print to make sense.

"Reciprocal Teaching" developed by Palincsar (1986) is an instructional reading activity which takes the form of a dialogue. The dialogue includes the strategies of summarizing, question generating, clarifying, and

predicting. Sometimes the teacher and sometimes the students lead this dialogue. Palincsar's activity makes the learning a thinking activity which is a group activity between the teacher and student.

The dialogue begins with summarizing which allows students the opportunity to identify and integrate the most important information in the reading text. Question generating reinforces the summarizing. Students identify the information that is significant enough for a question. Then students have to word this information into questions that form a possible self-test. Clarifying is an activity that helps with comprehension. Students are taught to identify why the text is not making sense and to take steps to restore meaning to the passages which are difficult. The last activity, predicting is a thinking activity that allows students to process information and make predictions based on this information. As they read, they verify these predictions.

Students are given an explanation of the entire activity. Then students are given practice in each step of the individual activities. The process is modeled and practiced. After this, the dialogue begins. As students gain experience with this activity, the teacher gives the students mor responsibility for the dialogues. The teacher becomes more of a coach.

Palincsar's "Reciprocal Teaching" is not a bad idea. It could be modified to use with vocabulary study. However, it does not actually focus on vocabulary which is the focus of this practicum. Therefore, even though this method has some excellent possibilities, it is not viable for this

particular study.

Student-Centered Language Arts and Reading, k-13 by Moffett (1983) focuses on vocabulary education. Moffett presents some activities for "imprinting both the sound and meaning of new works." The first is "listening to a text while following it with the eyes." A good reading of a text will help a listener with the context of a word quicker than silent reading. Students would also hear the correct pronunciation. The second is "rehearsing and performing texts." Student performers have to know the correct pronunciations and meanings of new words. Performing also give added practice using the new words. The third is "playing card games in which items are depicted and named on the card faces." The deck of cards gives a context for the usage of the words. This is a way of reinforcing the new words. The fourth is "revising and discussing word choice in writing." When the teacher suggests alternative words for a student composition, the student learns new words. The fifth suggestion made by Moffett is "making dictionaries." Students can make dictionaries for various specialized vocabularies and become more aware of new words. The sixth activity is "labeling and captioning". The seventh, and last, suggested idea is "playing word games such as crossword puzzles, Scrabble, and anagrams." Many times these games require students to use dictionaries and other sources to find new words.

Moffett's (1983) Student-Centered Language Arts and Reading, K-13 also contains a section on "Thinking Skills." Moffett suggests some more ideas for stimulating thinking that may be adapted for teaching vocabulary and reading. All of his previously mentioned vocabulary activities involve classifying which is a thinking skill. Moffett also suggests "sorting objects or ideas" and "making figures of speech" such as metaphors and similes. Moffett mentions again as a thinking skill "playing card games." Besides classifying, Moffett suggests inferring which is drawing conclusions as a way to teach thinking skills. As activities, Moffett mentions "reading and writing detective stories", "making syllogisms", "reading and writing brain teasers", "playing twenty questions", "playing checkers, chess, and other board games of strategy, and playing other games based on formal and symbolic logic."

Vitale (1982) writes about right-dominant children and how they learn. Language, symbols, reading, phonics and vocabulary are left hemisphere specialties. Children who are right-brain-dominant have problems with left hemisphere activities until they have learned how to use both hemispheres more evenly (Appendix K: 68). Therefore, when teachers instruct classes, activities should appeal to both hemispheres of the brain. Vitale believes that up to 40 percent of students are right-dominant. Some of the activities mentioned in the previous research would aim at both hemispheres of the brain.

Lamberg and Lamb (1980) look at vocabulary as learning new symbols. To learn new symbols, vocabulary, Lamberg and Lamb (1980: 199) suggest "selecting examples, transforming non-examples into examples, explaining examples, identifying examples in different forms, identifying examples in larger contexts, creating examples, and establishing subcategories." All of these suggested activities are also developing critical thinking skills in students. Words can be defined by formal definitions, by examples, by descriptions, by comparison and contrast, by synonyms or antonyms, by apposition and by the word's origin (Appendix L: 70). When students define words in different ways, students benefit in several ways according to Lamberg and Lamb. First, students learn more than superficial meanings. Second, students develop different ways to approach new vocabulary. Third, students learn to study word relationships. Lamberg and Lamb offer a variety of kinds of definitions.

Lamberg and Lamb give learning activities. The first of these are simple learning activities. Some of these are simple matching activities where students match words that are similar or different, match two or more words that are similar or different, match a word with a synonymous phrase or write down the words instead of matching them. The second group are higher level learning activities. In these activities, students must make discriminating choices. Some of the higher level activities require students to be aware of word connotations as well as denotations.

Lamberg and Lamb (1980) also introduce the cloze task for vocabulary (Appendix M: 72). Cloze is when sentences or passages contain blanks which must be filled in to be meaningful. Teachers can use cloze for vocabulary in four ways. First, teachers can start students with a simple passage with only one deletion and then teachers can increase the difficulty level. The standard procedure is to eliminate every fifth word. Second, teachers can delete particular parts of the passage such as all verbs or all subjects. A third approach teachers can use is to use context clues such as give definitions but eliminate the word that is defined. Fourth is to give two or more choices for the deletions.

Lamberg and Lamb (1980) also mention a personal dictionary. Teachers have students build a dictionary of the words they are learning in a notebook. Students can use this dictionary as an activity for systematic vocabulary study. Lamberg and Lamb suggest students exchanging dictionaries once a week and quizzing each other on the words. This way each student learns their own and their partner's words.

Lamberg and Lamb stress variety in student activities. A variety will give students a better opportunity to learn. By using a variety of activities, Lamberg and Lamb believe teachers can include the basic vocabulary skills of sight-recognition and word-analysis skills, including phonic, structural, context, and dictionary analysis.

Also researched were a selection of vocabulary ideas which were shared at the recent NCTE Classroom Ideas Exchange, November, 1990. These are ideas which have been used at schools around the United States.

Freeman (1990) at Maryville High School in Maryville, Tennessee, explored the use of a personalized vocabulary for seniors. In a twelfth grade, advanced honors English class Freeman developed a program to eliminate packaged programs or workbooks. Each student must complete fifteen vocabulary cards per week. The first and last week of the grading period is a break from the cards. Ten of the cards must be from class assignments and five from readings of the student's choice. Freeman has the students write on each card a definition, phonetic spelling, synonym, antonym, the source sentence, source information, and an original sentence written by the student. At the end of each week, Freeman meets with each student and selects three of the cards from the stack of cards. If the student has all of the cards for that week, the student receives credit. If the student can define the three words Freeman selects, the student receives a second credit. If the student misses even one word of the three selected, the student does not earn the credit. Words in the stack must be in alphabetical order so there are no repetitions. Freeman believes with this personalized vocabulary card system, the students are actively involved in vocabulary. Little time is required in class and little involvement by the teacher.

"D. A. S. S. Activity" was developed by Kruse (1990) who teaches reading at Grandview Senior High in Grandview, Missouri (Appendix N: 74). This activity may be used with any vocabulary. First, the student writes the sentence from the reading in which the word first appears. Second, the student decides the part of speech the word is in this particular sentence. Then the student Defines the word the way it is used in the sentence in the reading. The student next finds and writes two Antonyms for the word if possible. Then the student writes two Synonyms for the word. Next the student writes a Sentence using the word the way the student defined it. This method also seems to actively involve the students in the vocabulary study.

Hart (1990) teaches in Centerville, Ohio, and uses current reading material in the remedial writing course. The current focus is the Crisis in the Gulf. Each Monday, the class is given an article with ten words boxed. The article is read by Hart and there is a discussion. Students write each word on the white side of an index card while Hart writes the word on the board. The rest of the information will be written on the other side of the card. Students then determine the word's part of speech in the sentence. Then the class forms a class-generated definition. The students write a sentence on each card showing knowledge of the word's meaning. Thursday, Hart checks the cards to make sure the word is completed so far. On Thursday, there is a class review. The review is usually a game, such as Jeopardy or team Tic-Tac-Toe. Each Friday the students take quizzes. The

quizzes are in different forms such as crossword puzzles and seek-n-finds. Each quiz contains a question or two about the article. Hart has found that this system works better than lists.

Sisserson (1990) of Atlanta, Georgia, presents "Dictionary Game." Sisserson uses this idea during the dictionary and library skills unit. The class often ends with this game. Students start with a closed dictionary on the desk. Sisserson writes a word on the board and asks a question about the word. The first student who is willing to try to answer, raises a hand. Sisserson does not allow anyone to shout out an answer. A student who shouts out an answer is disqualified. Once a student is called on to answer, the student has five seconds to answer. Sisserson might ask more than one question (Appendix O: 76). Students lose points for a wrong answer. Dictionary Game sounds like a good review activity.

"Jeopardy Test Review" was an idea presented by McKenzie (1990). McKenzie teaches at Powell High School in Powell, Wyoming. McKenzie's Jeopardy concept uses six categories: Vocabulary, Grab Bag, Words that start with ____, Paragraphs, Composition, and Essays. The categories are written on the board. McKenzie suggests ten questions in each category and a tough question for Final Jeopardy. The dollar amounts can be any amount. Special questions should be ready for Daily Doubles. McKenzie usually has two Daily Doubles selected in the areas where students need the most practice. McKenzie finds the traditional boys against girls the best method for selecting teams. The winning team is the one with the most points at the end

of the game. This game can be modified for other uses (Appendix P: 78).

In the past, vocabulary education ideas have been implemented at the site school. In 1984, the Reading Resource Specialist (Mabe, 1984) received a Superintendent's Grant to conduct a series of workshops using intervention strategies. "Reading in the Content Area" was then a leading concept in teaching reading. Some of the strategies concentrated on building vocabulary to strengthen reading ability. The strategies which were used for vocabulary were: analogies, cloze procedure, Frayer model (Appendix Q: 82), graphic organizer, list-group-label (Appendix R: 84), possible sentences, semantic feature analysis, and semantic mapping (Mabe, 1984). Information on Brainstorming was also presented. Teachers at the site school had successes using the strategies introduced in the Superintendent's Grant Workshops. However, many students were "turned-off" by some of the strategies. One definite problem was that the same strategies were used in many classes in different departments and the students grew tired of the sameness. Overuse resulted in boredom. Teachers at the site school learned that for anything to be useful, the ideas had to have enough variety to avoid student boredom.

At the site school, the present Reading Resource Specialist (Ryan, 1989), began a "Self-Improvement Reading Project." This is self-improvement program using behavior modification. Programs such as this help participants select rewards to accomplish this change of behavior. The program also includes a system of time-management and record-keeping. Ryan defines short-term goals and long-term goals. Ryan also defines internal

and external rewards. The program's package includes directions for the reading project, a "name the program" promotion, a place to list long and short-term goals, a place to keep tract of the kinds of reading accomplished in a day, a chart for keeping track of reading for a week, and graphs recording progress for five weeks. One of the keys to the program was motivation. Most of the motivation had to be self-motivation and that is where the program failed. Students were not motivated to improve. The students objected to all of the record keeping. The idea has been presently tabled to be brought out later and revised.

One result of the different Reading Resource Specialists' educational components and grant workshops was the new Creative Thinking classes which were started this teaching year. Creative Thinking is a required one semester course for all grade nine students. A lack of planning resulted in this course being unstructured. Even the teachers of the class are not sure of what is supposed to be taught. The teachers are from several different areas: English, mathematics, social studies, and science. Listening to these teachers talk, all of them are teaching "different courses." Creative Thinking could be a wonderful course according to the principles taught in the various component workshops at the site school (1984). At the site school, this Creative Thinking class does not seem to be working in the present form.

Many computer programs on vocabulary are available through the county school board Instructional Computing Preview Center Catalog (Appendix S: 87). Teachers may go to the Center and preview many different

programs. If a teacher finds a program which fits the need, the teacher can purchase the program if the prog : is vendor sold program. If the program is marked a public domain program, copyright by the county, copyright obtained by the state department of education, copyright by the state Educational Computing Consortium, copyright by Nebraska Association of Educational Data Systems, or no cost or charge, it is permissible to copy.

The site school where the practicum was implemented has TRS-80 and Apple computers. The site school also has word processing classes using Word Perfect for IBM computers. The site school has a computer laboratory located in a portable. This computer laboratory is used for both mathematics and language arts remediation. However, a English II teacher seldom has the opportunity to "sign-up" for the laboratory. Although, computer software is available in the site area, the practicum writer has limited opportunity to use the software in the target classroom.

Solution Strategy

The practicum writer selected a combination of several closely related researched strategies for the practicum study. The research on right brain and left brain dominance (Vitale, 1982) influenced the choices of the selected strategies. Nagy's (1988) research was a prime influence. Nagy made three important points which influenced this practicum. First, a strategy was selected for introducing vocabulary words to the students. Nagy recommended a combination of a definitional and contextual approach as more effective than traditional approaches using one or the other alone. Chase and

Duffelmeyer's (1990) research paralleled Nagy's research, and provided a strategy for introducing words for student learning. Chase and Duffelmeyer's VOCAB-LIT study sheets introduced words through definition and context as well as using pre-knowledge. VOCAB-LIT study sheets were easy to make. The sheets required no more expense than traditional vocabulary lists (Appendix T: 92). The study sheets gave students more control over the information than looking up words in a dictionary but took little extra time to complete. The study sheets also worked as study cards much as flash cards function. Allowing students to select half of the words (five words) and the teacher to select the other half of the words (five words) defused the main criticism of the method (Appendix U: 94). By selecting half of the words, the teacher has identified some of the more valuable words to the reader and the teacher has not "abdicated teacher responsibility" (Chase, 1990: 192). Students still feel in control of the selection process as well.

Second, after vocabulary has been introduced to students, Nagy recommended "intensive vocabulary instruction" (Nagy, 1988: 9). Nagy saw this intensive instruction as a combination of ideas collected from other authors' studies such as semantic mapping, semantic feature analysis, hierarchial arrays, linear arrays and discussion based activities. A variety of methods would keep students alert and interested. Often students grow bored because each week is exactly the same. With a variety of instruction, students should not become bored. The combination made it interesting.

Third, Nagy also recommended repetition as a prime element of any vocabulary program used to improve reading comprehension levels. Many opportunities should be provided for "meaningful use" (Nagy, 1988: 25). Once again Nagy mentioned methods recommended by other authors such as multiple choice questions, meaningful questions, word association activities, completion of sentences, and vocabulary games. Work sheets for each vocabulary list are traditional but a variety of types can be combined. Following along with Nagy's ideas, the practicum teacher used game ideas collected from fellow department members and foreign language teachers. Some of these game ideas were Vocabulary Jeopardy, Concentration (Appendix V: 96), Crossword Puzzles (Appendix W: 99), Magic Squares (Appendix X: 101), and Bingo (Appendix Y: 103). The practicum teacher also used an original Relay Game (Appendix Z: 105) and a modified version of Quiz Bowl (Appendix AA: 108). The expense was minimal. The practicum teacher had to make a Jeopardy board and a Concentration board. Temporarily, a Jeopardy board was borrowed from the foreign language department. The same question cards once made could be used for Jeopardy, Quiz Bowl, and the Relay Game. Bingo cards also were made for each list. The Bingo game cards were made from five by eight unlined index cards and laminated. Each set contained thirty cards. The site school's media center laminated some of the materials for the classroom teacher so the materials might last longer in use. Using a variety of approaches to provide practice with the vocabulary words reinforced the words the way Nagy recommends.

CHAPTER III

Method

Implementation

The following schedule was followed during the implementation of the practicum:

WEEK ONE:

The students took a teacher-constructed pre-test of the some of the words which were later studied (Appendix BB: 111). This pre-test was a simple matching test to see how many of the words were already known to the students. This test concentrated on the teacher provided words. This test was typed using Word Perfect 5.1 on a AST Computer which is an IBM compatible computer. The test was then xeroxed in the site school's copy room by a teacher who had the copy room duty period. All of the printed material in this practicum was written and reproduced this way. All but two students knew fewer than half of these words. One student scored 80 percent and the other student scored 70 percent correct on the pre-test. The target students were obviously not familiar with the target words for this practicum study.

During the first week, students also completed the pre-implementation attitude survey form. This survey was written by the practicum writer for the implementation of this practicum. This survey showed the attitudes of the target population were very negative. The significant questions were questions l one through 13. Fewer than 20 percent of the target students gave

positive answers to all of these questions. The students answered these questions quickly so the accuracy of the survey is questionable.

WEEKS TWO through EIGHT:

These weeks of implementation followed the same basic plan.

MONDAY, following the VOCAB-LIT method, students selected five words from the reading assignment. The five words most frequently selected by the students were added to the five words selected by the teacher. Sometimes it was difficult to narrow the words selected by the students down to five for each list. Even if using student words was difficult, it still seemed a better idea than all teacher-selected words. Students liked to find <u>their</u> words on the list! It gave students a feel of student control over the curriculum.

TUESDAY, students received ten VOCAB-LIT study sheet forms to fill out following teacher instructions (Appendix CC: 114). Students actually enjoyed this activity. After teacher instruction for the first two weeks, students filled out the sheets on their own without futher instruction from the teacher. When new students joined the class, students enjoyed explaining the process to them. These sheets were excellent for study guides for weekly tests.

WEDNESDAY, which is the shortened day, students then received work sheets to complete. Sometimes these study sheets were classwork and other times they were homwork. These study sheets included a variety of methods such as synonyms, antonyms, crossword puzzles, magic squares, and graphic

organizers. According to Moffett (1983) these activities taught thinking skills. Students seemed to enjoy the game-like work sheets the most. The students disliked the synonym\antonym sheets the most. After the third week, when the work sheets were class work, the practicum teacher gave "prizes" for the first three students to finish the worksheets correctly. The prizes were candy, pencils, ball point pens, or thesauruses. The addition of prizes made the worksheets more fun and also encouraged students to work faster but accurately. The prizes can be bought at a warehouse store in bulk. Most of the prizes given by the practicum writer were already available so did not have to be bought specially for the games.

THURSDAY, students played a game such as Word Jeopardy, Vocabulary Concentration, Bingo, or Vocabulary Quiz Bowl for part of the class period. The Jeopardy and Concentration game boards were made in the site school's media center. The letters and forms were cut with a Elliston Machine and placed on poster board. The boards were then laminated by the media center. The practicum teacher actually used a Jeopardy board borrowed from the foreign language department. The Bingo game cards were made of sturdy large file cards and laminated for longer usage. The game time usually took about fifteen to thirty minutes of the class period. The game functioned as a review and continued to sharpen students' thinking skills as the students' vocabularies increased. While sharpening thinking skills, students increased reading vocabulary comprehension. Once again, prizes were sometimes used as motivation. Sometimes the prizes were candy or gum, but

most of the time, the prizes were extra points for the week. These points were added to the daily participation grade for the week. After the first time a game was played, students took over the leadership role in the game and the teacher observed to make certain the rules were followed. The students loved the games and never wanted to continue with other class work. The games worked as a great review method. The only problem was sometimes the students became too loud while playing the game. So the practicum teacher brought in a bell to ring when the noise became too loud. After a while, this bell - crowd control became just another part of the game!

FRIDAY, after a brief oral review, students took a test over the ten words. This test provided a weekly monitoring system of the implementation. Students usually scored quite well on these weekly tests. Approximately 90 percent of the students taking the weekly test scored a B (85 percent) or better on all seven of the weekly tests. These tests were usually a simple matching type test.

WEEK NINE:

The Reading Resource Specialist administered the DRP as a post-test to the students. The results of this post-test were compared with the results of the pre-test to see if the objectives were met. Students were not told that this test had anything to do with the vocabulary study. Twelve students from the original target popluation took both the pre-DRP and the post-DRP tests. One student's score remained the same. One student's score decreased by two points. One student never finished the post-test. Ten students

increased their scores. Only one score was below 68.

Students received a review crossword puzzle for the final examination over the words studied during the practicum's implementation period. This was the largest crossword puzzle which they had worked so far in this implementation period. For most of them, it was a challenge. They seemed to enjoy it because it was another game to them.

WEEK TEN:

The Reading Resource Specialist visited the class to explain the results of the DRP test. This explanation took most of a class period. Since the DRP scores are used for scheduling classes for the following year, some counseling for future class levels was provided at the same time.

During the review for the class's final/semester examination, the class played one of the review games to prepare for the examination. This time all of the words taught in the implementation were used instead of just a few. Once again the competition was intense.

WEEK ELEVEN:

The class took the second semester examination containing the vocabulary words taught during the implementation of the practicum. The vocabulary section of the semester/final exam was identical to the pre-test which was given during Week One of the implementation. Even though two students did not pass the final examination, all of the students passed the vocabulary section. One of the two never finished either the pre or post administration of the DRP test. The other student took the pre-test but did

not finish the post-test. Even so, they passed the vocabulary section

The students also completed a post-implementation attitude survey form to see if the students' attitudes toward reading and vocabulary changed since the pre-survey was given. This survey contained the same questions asked as a pre-implementation survey. One hundred percent of the students recorded more positive replies on the post-survey. On the post-survey, students answered 85 percent of the signigicant questions one through thirteen more positively (Appendix DD:116).

After the results were obtained from the DRP, the post-test, and the post-survey. the practicum writer was able to evaluate the success of the implementation of the practicum. The practicum was a success because two out of three methods used for evaluation showed an improvement.

CHAPTER IV

Results

The major evaluation of the study in the terms of meeting its objectives was done during the last two weeks of the practicum's implementation. The following objectives were evaluated as described:

1. Fifty percent of the target students would increase their reading ability so that if 100 percent of the students score 68 or higher on the post- DRP test, this object would be satisfied.

   One hundred percent of the remaining target students scored 68 points or higher on the post-DRP test. Even the students whose scores dropped or remained the same scored 68 or above. This object was satisfied.

2. One hundred percent of the target students would improve their DRP scores by 5 points or more. This objective would be evaluated by comparing each student's DRP score on the pre-practicum implementation test with the score on the post-implementation test. Of the original target popluation, thirteen students were in the group at the end of the practicum. Eight of these students scored 5 points or more on the post-DRP than they scored on the pre-DRP test. This shows that 62 percent of the students improved their DRP scores by 5 points or more. This objective was not met because 100 percent of the students did not improve by 5 points or more.

3. Ninety percent of the target students would improve their attitude toward reading. Intervention activities involving critical thinking caused student attitudes to become more positive. In order to satisfy this objective, students must answer 80 percent of the following questions on the post-survey positively: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13. One hundred percent of the remaining target students showed improved attitudes on the post-survey. Students answered 85 percent of the significant questions one through thirteen more positively. This objective was satisfied.

4. One hundred percent of the target students will score 75 percent or better on the post-test administered as part of the semester examination. All of the students passed the vocabulary section of the final examination. Since 100 percent of the students scored 80 percent or better on the vocabulary part of the examination, this objective was satisfied.

Results from the DRP test, the attitude survey, and the objective test on the vocabulary words would give three ways to evaluate the implementation of the practicum. The results from the three sources would confirm if the practicum's objectives were accomplished; and since two out of the three showed positive improvement, the practicum is successful.

Even though this practicum could be considered a success, it is not, in the opinion of the writer, a complete success. First, the student population changed so much during the time of the practicum that evaluation of the program's success is not easily measured. Second, the DRP scores did not show as much improvement as the writer was anticipating. Third, it is difficult to tell if the students' attitudes have changed because of the practicum's critical thinking activities (Appendix EE: 118) or because the school year was coming to an end and the students were feeling more positive because it was almost over. Despite all of this, the practicum was a success because overall the objectives were met.

CHAPTER V

Recommendations

At the end of this study, the entire practicum was included in the departmental file of activities for the school's English II classes. This file is the department's method of sharing ideas within the department. This file is presently located in the teachers' workroom and available to any teacher who wishes to select some new ideas.

The practicum writer has been asked to share the paper and results in on-site enrichment components given at the site school during planning periods by the Reading Resource Instructor. These programs are scheduled throughout the school year. Since this teacher is relocating to another state, this is not possible. Since the Reading Resource Specialist was the practicum writer's mentor at the site school, the Reading Resource Specialist was given a copy of the practicum study to use as necessary at the site school in the future.

The practicum writer's change paper for Nova University's curriculum course in the Common Module was on the subject of vocabulary. The instructor of that course suggested that this writer consider the area of vocabulary for a practicum; and, therefore, received thanks for the idea. A copy of this practicum was sent to this instructor along with the thank-you note.

Since the practicum writer has re-located to Georgia due to her spouse's transfer, this research and practicum paper has also traveled to Georgia.

The practicum was included in the examples of the practicum writer's work as part of the job-seeking-package when this teacher interviewed for a Georgia teaching job in West Cobb County or that general area. If the practicum writer does secure a Georgia teaching job, the ideas introduced in this practicum will be used in the teacher's classroom in the state of Georgia in the future.

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Appendices

Appendix A

Site School Enrollment

Appendix A

Site School Enrollment

as of October 22, 1990

Male Students at the Site School

Grade	White	Black	Hispanic	Asian Indian	Total
09	166	192	50	15	1	424
10	183	186	45	15	0	429
11	127	122	30	19	1	299
12	130	109	17	9	0	264
Total	606	608	142	58	2	1416

Female Students at the Site School

Grade	White	Black	Hispanic	Asian Indian	Total
09	173	173	33	19	1	399
10	185	176	39	14	1	415
11	153	145	24	19	1	342
12	134	115	21	9	1	290
Total	645	609	117	61	4	1436

Site School Enrollment

As of October 22, 1990

Total Students Male and Female at Site School

Grade 09 = 823

Grade 10 = 844

Grade 11 = 641

Grade 12 = 544

Total # = 2852

Total Students Ethnic Distribution at Site School

White = 1251

Black = 1217

Hispanic = 259

Asian = 119

Indian = 6

Total = 2852

Appendix B

Pre-Implementation Student Reading Attitude Survey

Appendix B

Student Reading Attitude Survey # 1

QUESTIONS	YES	NO
1. Do you enjoy reading in general?	8 Yes	16 No
2. Do you enjoy reading the selections in our textbook?	13 Yes	11 No
3. Do you have any problems understanding our reading selections in the textbook?	14 Yes 13 Yes	10 No 11 No
4. Is the textbook vocabulary difficult for you?	15 Yes	9 No
5. Do you read for pleasure?	12 Yes	12 No
6. Do you read magazines?	10 Yes	14 No
7. Do you read fiction books?	8 Yes	16 No
8. Do you read non-fiction books?	5 Yes	19 No
9. Do you have problems reading textbooks in other classes?	10 Yes 13 Yes	14 No 11 No
10. Do you believe your vocabulary is good?	8 Yes	16 No
11. Do you find new vocabulary words easy to learn?	5 Yes	19 No
12. Do you like to read aloud?	20 Yes	4 No
13. Do you like to read silently?	8 Yes	16 No
14. Do you plan to attend college or university?	22 Yes	2 No
15. Do you plan to enlist in the military?	5 Yes	19 No
16. Do you plan to attend a vocational training program after graduation?	4 Yes	20 No

Appendix C

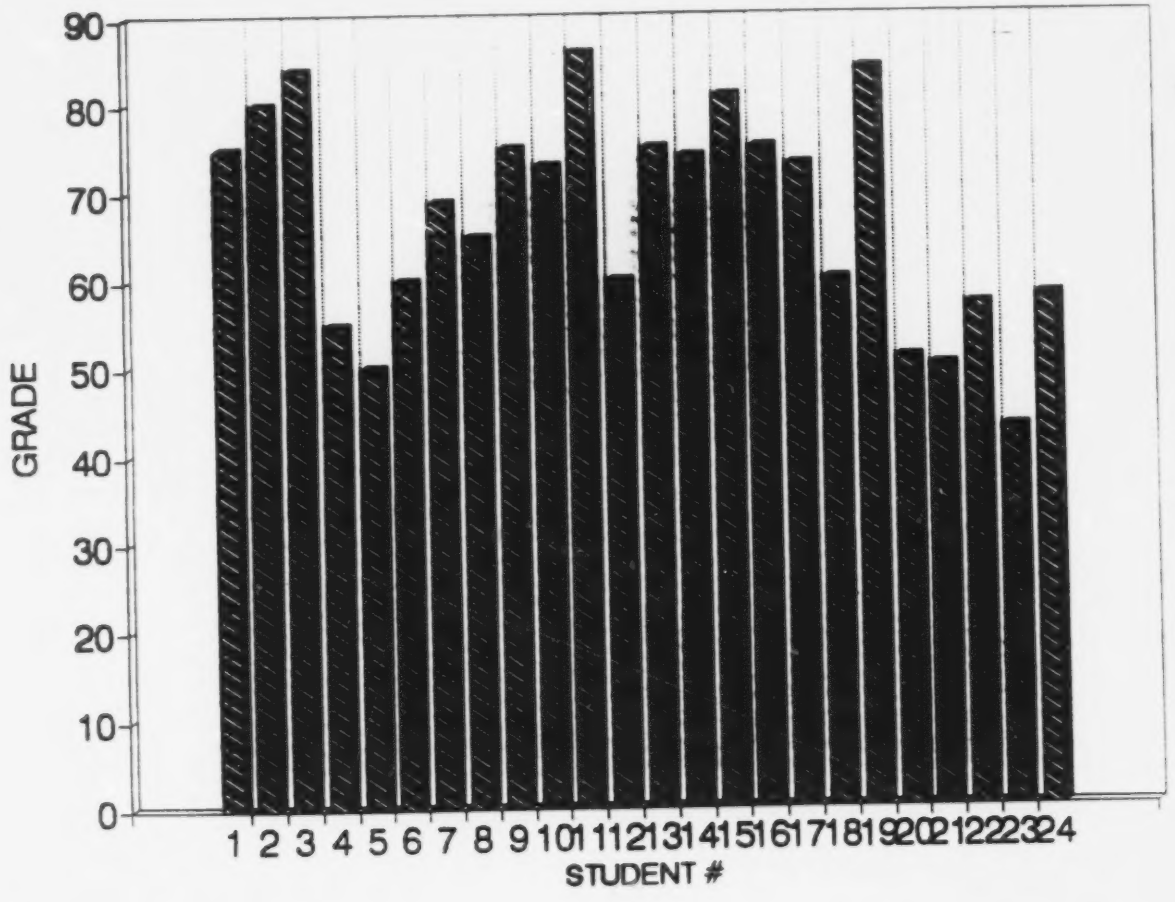
Chart of DRP scores for Target Class

Appendix C

Chart for Pre-Implementation DRP scores

The eleventh grade textbook has an average DRP rating of 63.

The most difficult selections rate 68. All of these students should read at level 68 or higher.



Appendix D

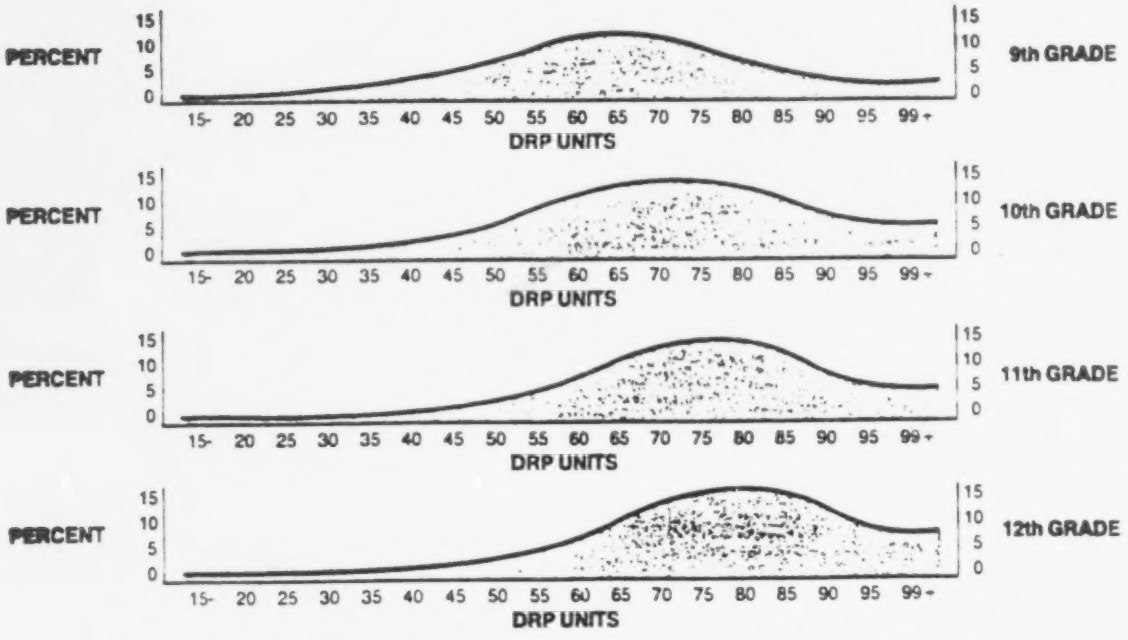
High School DRP scores

Appendix D

High School DRP scores

These scores are mean DRP scores at the 75 percent comprehension level without instruction.

GRADE	FALL TESTING	SPRING TESTING
9	63.3	66.7
10	67.8	69.8
11	70.9	73.6
12	75.5	76.0



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Appendix E

DRP Readability of Selected State's Driver's Manuals

Appendix E

Readability of Selected State's Driver's Manuals

DRP Units	State Driver's Manuals
72	
71	
70	ILLINOIS Rules of the Road, 1984
69	Driver's Manual, State of NEW YORK
68	
67	
66	FLORIDA Driver Handbook, 1980
65	TEXAS Drivers Handbook, 1985
64	Driver's Guide: State of WASHINGTON, 1981
63	
62	
61	
60	
59	OREGON Driver's Manual, 1985
58	State of NEW JERSEY Driver Manual, 1985
57	CALIFORNIA Driver Handbook, 1984
56	CONNECTICUT Driver's Manual for New Drivers, 1981
55	
54	

DRP Handbook, 1986

Appendix F

DRP Readability for Selected Newspapers

Appendix F

Readability of Selected Newspapers

Newspapers/Area	Year	Number of Samples	Front Page Nat'l/Int'l	Editorial	Sports	Average
States:						
New York (all)	1978	72	71	68	60	67
Washington (3 papers)	1923-1983	72	68	68	64	67
Oregon (6 papers)	1985	108	69	66	60	65
Cities:						
Hartford, CT	1982	20	67	71	58	67
Orlando, FL	1983	38	70	66	62	67
Los Angeles, CA	1985	9	70	70	59	66
San Francisco, CA	1985	9	67	67	61	65
Tampa, FL	1985	18	70	71	59	67

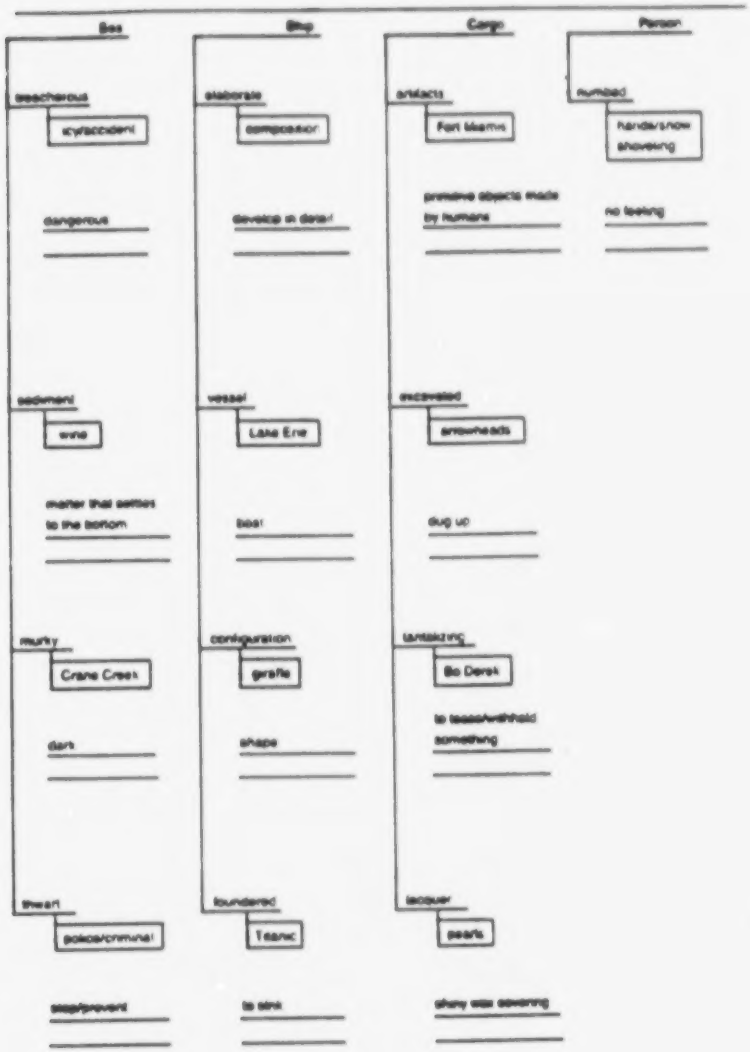
Appendix G

A Sample "Vocabulary Overview Guide" form

Appendix G

Sample of Vocabulary Overview Guide

A Fourteenth Century Cargo Makes Port at Last



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Appendix H

Sample of VOCAB-LIT study sheet

Appendix H

A Sample VOCAB-LIT Study Sheet

WORD	My knowledge	Group strategy	Context
	Unknown ___	Experience ___	
	Acquainted ___	Context ___	
	Established ___	Dictionary ___	
Definition		What we learned	

A Sample Filled-Out VOCAB-LIT Study Sheet

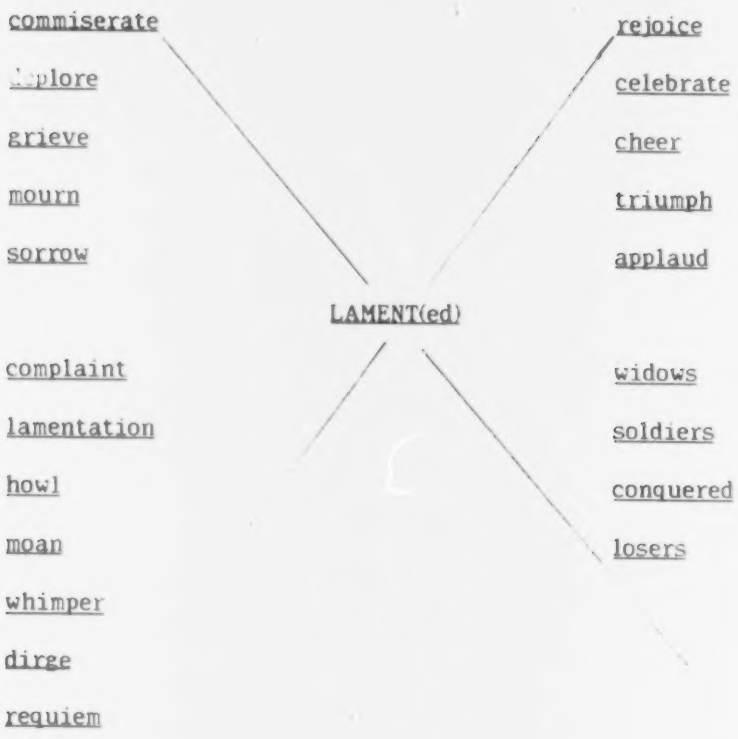
WORD	My knowledge	Group strategy	Context
	Unknown ___	Experience ___	
	Acquainted ___	Context ___	
	Established ___	Dictionary ___	
Definition		What we learned	

Appendix I

Example of a Semantic Map

Appendix I

Semantic Map Example Using the Word Lament(ed)



Appendix J

Directions for "Think-alouds"

Appendix J

Think Aloud Directions

1. Select a passage to read aloud.
2. Make predictions.
3. Describe the picture you're forming in your head from the information.

   Formed pictures.
4. Share an analogy. Used "like - a"
5. Verbalize a confusing point. Found problems.
6. Demonstrate fix-up strategies.

Appendix K

Right-brain and Left-brain orientation

Appendix K

SKILLS ASSOCIATED WITH HEMISPHERIC SPECIALIZATION

Right hemisphere	Left hemisphere
Haptic awareness	Handwriting
Spatial relationships	Symbols
Shapes and patterns	Language
Mathematical computation	Reading
Color sensitivity	Phonics
Singing and music	Locating details
Art expression	Locating facts
Creativity	Talking and reciting
Visualization	Following directions
Feelings and emotions	Listening
	auditory association

Appendix L

Eight examples of definition

Appendix L

Eight Kinds of Definition

Definition of the word atom

1. By formal definition.	An indivisible particle of which material is composed.
2. By example.	Given by showing a scale model.
3. By description.	The smallest part of an element which can exist alone or in combination.
4. By comparison/contrast.	An atom is similar to a compound in that both can be parts of a larger entity. They are different in that the compound can be broken down easily into constituent parts, whereas the atom cannot.
5. By Synonym.	Bit: the tiny part of
6. By Apposition.	Atoms, particles of matter, have different numbers of electrons.
7. By origin.	From the Greek, meaning indivisible.
8. By Function.	Serves as the building block for study of molecular structures.

(Lamberg and Lamb, 1980)

Appendix M

Modified Close Activity

Appendix M

Modified Cloze Exercise

This is a modified Cloze exercise. An actual Cloze paragraph eliminates every fifth word. This version of Cloze eliminates the specific vocabulary words used in the way the word is defined by the student.

Appendix N

Example of D. A. S. S. Activity

Appendix N

D. A. S. S. Activity

Directions:

1. Write the sentence in which the word first appears.
2. Decide the word's part of speech in this context.
3. Define this word the way it is used in this sentence.
4. Write two Antonyms for this word.
5. Write two Synonyms for this word.
6. Write an original Sentence using the word correctly the way defined.

Example:

Baffled - The loud noise baffled the hound dog.

D. (V) to defeat or check by confusing

A. 1. encouraged

2. fulfilled

S. 1. frustrated

2. disconcerted

S. The teacher was baffled by the student's lack of motivation towards their education.

Appendix O

Example of "Dictionary Game"

Appendix O

Dictionary Game

Directions:

1. Students start with a closed dictionary on desk.
2. Teacher writes the word on the board.
3. Teacher asks a question about the word.
4. A student can raise a hand to show willingness to answer the question.
5. Anyone who shouts an answer is disqualified.
6. More than the one question may be asked.
7. A wrong answer loses points.

Example:

Teacher: If I said you had halitosis, would you be pleased?

Student: No.

Teacher: Why not?

Student: Because no one wants to have bad breath!

Teacher: Would you qualify for a geriatric discount at the movies?

Student: Of course not!

Teacher: Why not?

Student: Because I am only 15 years old.

Appendix P

Example of a Modified Jeopardy type of Game

Appendix P

Modified Jeopardy

Building a Jeopardy type board:

Materials:

1. Poster board in a bright color.
2. Colorful construction paper in a variety of bright colors letters.
3. Glue
4. Index cards unlined 3 X 5
5. Black marker
6. Library card envelopes
7. Velcro tape

Directions:

1. Using the black marker draw lines for the blocks and the labels for the blocks.
2. Either cut out letters or use a letter punch machine. Cut out JEOPARDY.
3. Along the black lines on the top row attach the velcro strips.
   These will be used to attach the titles of the categories.
4. Glue the library card envelopes so the clues can be slipped into the envelopes in each categories.

5. On one side of each index card, write the Jeopardy question and answer. Questions for every category need to be written. Questions should be of varying difficulty.
6. Cut index cards into strips about two-inches wide. Attach some velcro on one side of the strip and write the names of categories on the other side. These can be attached to the tops of each row so the categories can be changed.
7. Some of the cards can be designated as double points or bonus points.
8. Using the black marker or cutting out the numbers, write or glue the point amounts along the vertical matrix.

Playing the game:

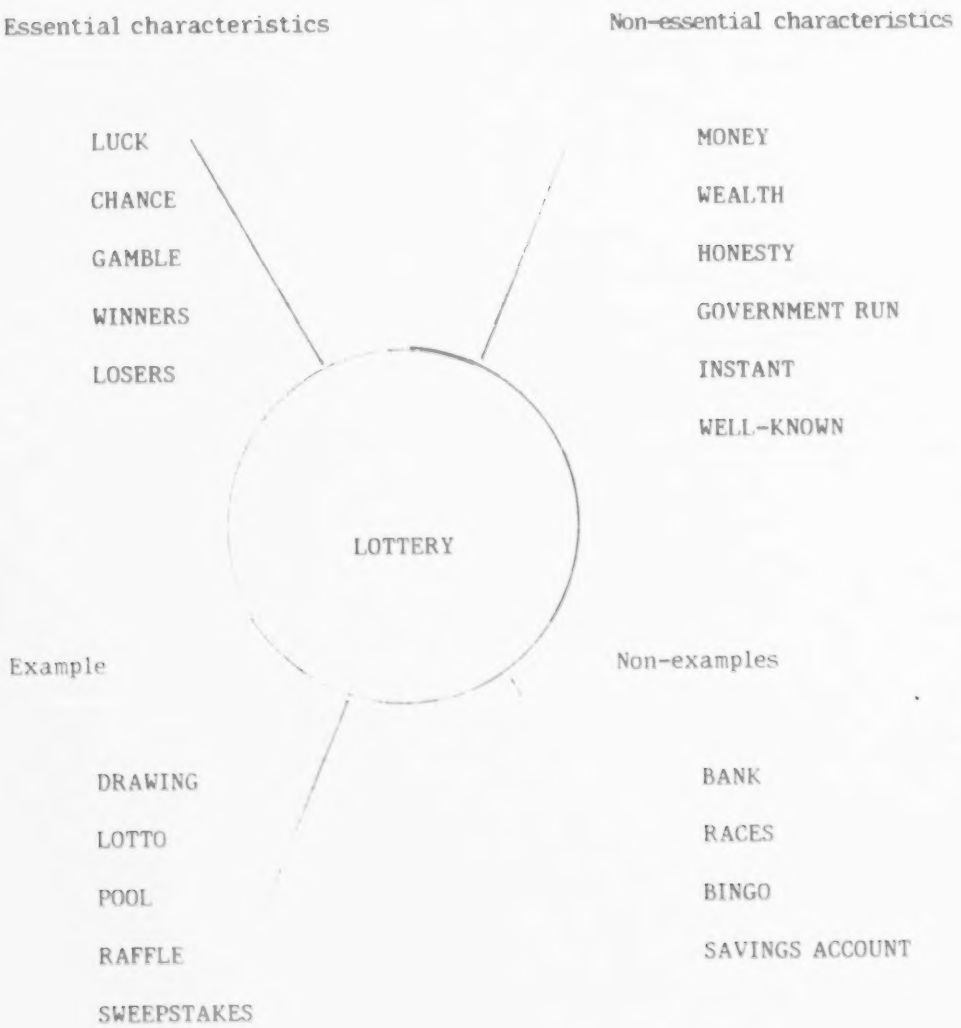
1. The game can be played as a team or with single players.
2. "Expert" class teams can be chosen and another class's "experts" can be challenged.
3. Students select a category and amount to select a questions to answer.
4. Winners earn the most points tallied from the points selected.
5. Prizes can be points added to grades or candy or little wrapped gifts.
6. If a teacher wishes, cards can be made for Double Jeopardy.

Appendix Q

Example of a Frayer Model

Appendix Q

Frayer Model



Appendix R

Example of List-Group-Label

Appendix R

List-Group-Label

This technique comes from Richard B. Hitchcock from the University of Georgia located in Athens, Georgia. The article was an undated article in the site school's idea file.

Directions:

1. List in 2 minutes as many words associated with _____ as you can list.
2. Group your associated words into concept components.
3. Write out one sentence incorporating your word and all of the concept components.

Examples:

1. The word Hitchcock uses is destruction.
2. When Hitchcock's students listed words the lists ranged from three to sixteen words. Examples were disaster, ruining, earthquake, devastation, fire, wrecking, tornado. The student with the longest list read the list so other students could fill-in shorter lists. Other students could add words left out.
3. Hitchcock gave the students examples of groups such as color, size, and shape. Most of Hitchcock's students found two or three groups. Some of the groups were physical, man-made, natural, war, accidental, death, careless, and feelings.

4. One example of a sentence written by Hitchcock's students is:

"The destruction from a man-made disaster was nothing compared to a war or natural disaster.

Hitchcock then connects the lists and sentences to the expository writing terms already known: thesis statement, topic sentences, minor support. The concept sentences were excellent thesis statements. The group labels were rewritten into topic sentences for body paragraphs. The original lists provided ideas and details for supporting the topic sentences. This exercise links vocabulary study with writing assignments.

Appendix S

Partial listing of County Computer Vocabulary Software

Appendix S

County Computer Software

Examples of some of the available programs are:

PROGRAM	LEVEL	PUBLISHER	COMPUTER
Add-Libs	5-Adult	Public domain	Apple
Analogies 1-4	7-12	Program Design	Apple
Analogies 5-6 & Quiz	7-12	Program Design	Apple
Antonyms	7-9	Public domain	TRS-80
Antonyms-Sample lesson	5-9	Clymer & Parr	Apple
Build A Treasury of Words Demo	5-12	EMC Publications	Apple ($330.00)
Categorizing Words and Phrases	5-9	Data Command	Apple ($38.00)
Code Breaker Demo	5-12	Program Design	Apple ($23.00)
College Boards Practice	9-12	Public domain	Apple
Concentration	4-Adult	Courseware Magazine	TRS-80 ($10.00)
Concentration	4-9		Apple
Context Clues	3-5	Learning Well	Apple ($49.00)
Crossword Magic	3-12	L & S Computer Ware	Apple ($50.00)
Crypto	5-9	Educational	Apple

Activities

Cryptogram	7-12	Public domain	Apple
Hangman 1-2-3	5-9	County schools	TRS-80
Hangman For One	5-12	Public domain	Apple
Homonyms	7-12	County schools	TRS-80
Language Skills	1-12	Public domain	Apple
Lee's Hangman	4-9	R. Lee	Apple
Match Machine	4-12	Apple	Apple ($29.00)
Mr. Multiple	4-12	Apple	Apple ($29.00)
Name Game	5-9	Public domain	Apple
PSAT Prefixes	7-Adult	Edu-Ware	Apple ($49.00)
PSAT Roots	7-Adult	Edu-Ware	Apple ($49.00)
Reverse	4-Adult	Dept. of Educ.	Apple
SAT English I	10-12	Micro Learn	Apple ($30.00)
SAT-Prefixes	9-Adult	Edu-Ware	Apple ($49.00)
SAT-Roots	9-Adult	Edu-Ware	Apple ($49.00)
SAT-Verbal Skills	9-Adult	SEI	Apple ($60.00)
Scrambled Word	4-12	Public domain	Apple
Silly Bull	4-12		Apple
SSAT Reading/ Vocabulary	11th.	County schools	TRS-80
Student Word Study	3-12	Hartley	Apple ($30.00)
Synonyms	7-12		TRS-80

Synonyms 1-2	7-12	County schools	TRS-80
Tag: A Chase Game	4-12	Scholastic-Microzine	Apple ($149.00)
Using Context Clues	5-9	Data Command	Apple ($29.95)
Vocabulary	7-12	County schools	Apple
Vocabulary	7-12	County schools	Apple
Vocabulary 1&2	9-12	Public domain	Apple
Vocabulary Baseball	7-Adult	J&S Software	Apple
Vocabulary Builder 1-5, 6-10 & quiz	7-Adult	Program Design	Apple (NC)
Vocabulary Builder Demo	7-12	Program Design	Apple ($23.95)
Vocabulary Drill 1	7-9	County schools	TRS-80
Vocabulary Test 1	7-9	County schools	TRS-80
Vocabulary: Context Clues	3-9	Milton Bradley	Apple ($45.00)
Vocabulary: Prefixes	3-9	Milton Bradley	Apple ($45.00)
Wizard of Words	K-12	Advanced Ideas	Apple ($39.95)
Word Find	7-12	Creative Computer	TRS-80
Word Focus/Double Take Demo	1-9	Random House	TRS-80 ($165.00)
Word Game	1-9	MECC	Apple ($36.00)
Word Ladder	5-12	Scholastic-Micro.	Apple ($149.00)

Word Mount	1-Adult	Random House	TRS-80 ($169.00)
Word Relationships	9-12	Public domain	Apple
Word Scramble	7-Adult	Creative Computer	TRS-80 ($9.95)
Word Scramble	7-12	Micro Learningware	Apple
Wordcross	5-9	Sander & Orwig	Apple
Worder	1-6	MECC	Apple
Wordgame	4-9	MECC	Apple

Appendix T

VOCAB-LIT study sheets

Appendix T

SAMPLE VOCAB-LIT STUDY SHEETS

WORD	My knowledge	Group strategy	Context
	Unknown ___	Experience ___	
	Acquainted ___	Context ___	
	Established ___	Dictionary ___	
Definition		What we learned	

WORD	My knowledge	Group strategy	Context
	Unknown ___	Experience ___	
	Acquainted ___	Context ___	
	Established ___	Dictionary ___	
Definition		What we learned	

WORD	My knowledge	Group strategy	Context
	Unknown ___	Experience ___	
	Acquainted ___	Context ___	
	Established ___	Dictionary ___	
Definition		What we learned	

Appendix U

Partial Word Lists for Implementation

Appendix U

IMPLEMENTATION VOCABULARY

WEEK TWO
1. coincides
2. idle
3. concave
4. ingratitude
5. cull
6.
7.
8.
9.
10.

WEEK THREE
1. construe
2. lamented
3. fawn
4. indifferently
5. sinews
6.
7.
8.
9.
10.

WEEK FOUR
1. blunt
2. obscure(ly)
3. ambitious
4. civil
5. infirmity
6.
7.
8.
9.
10.

WEEK FIVE
1. menace
2. conceited
3. tyranny
4. enterprise
5. disjoin
6.
7.
8.
9.
10.

WEEK SIX
1. augment
2. extremities
3. mischievous
4. awe
5. entreat
6.
7.
8.
9.
10.

WEEK SEVEN
1. lottery
2. intermit
3. hack
4. wrath
5. envy
6.
7.
8.
9.
10.

WEEK EIGHT
1. persuasion
2. musing
3. impatient
4. valiant
5. voluntary
6.
7.
8.
9.
10.

Appendix V

Directions for Concentration Game

Appendix V

Concentration

Building a concentration board:

Materials:

1. Poster board in a bright color.
2. Colorful construction paper in a variety of bright colors letters.
3. Velcro tape
4. Index cards unlined 5 X 8
5. Black marker

Directions:

1. Using the black marker draw lines for the concentration blocks.
2. Either cut-out letters or use a letter punch machine. Cut out CONCENTRATION.
3. Along the black lines attach the velcro strips.
4. On one side of the index cards, attach a small piece of Velcro. These will attach the cards to the board.
5. On the "front" of the card, print the number of the card.
6. On the "back" of the card, print the point amount of the card at the top of the card.

7. On the "back" of half of the cards, print the vocabulary words and on the other half of the cards, print the matching definitions.
8. Some of the cards can be designated as double points or bonus points.

Playing the game:

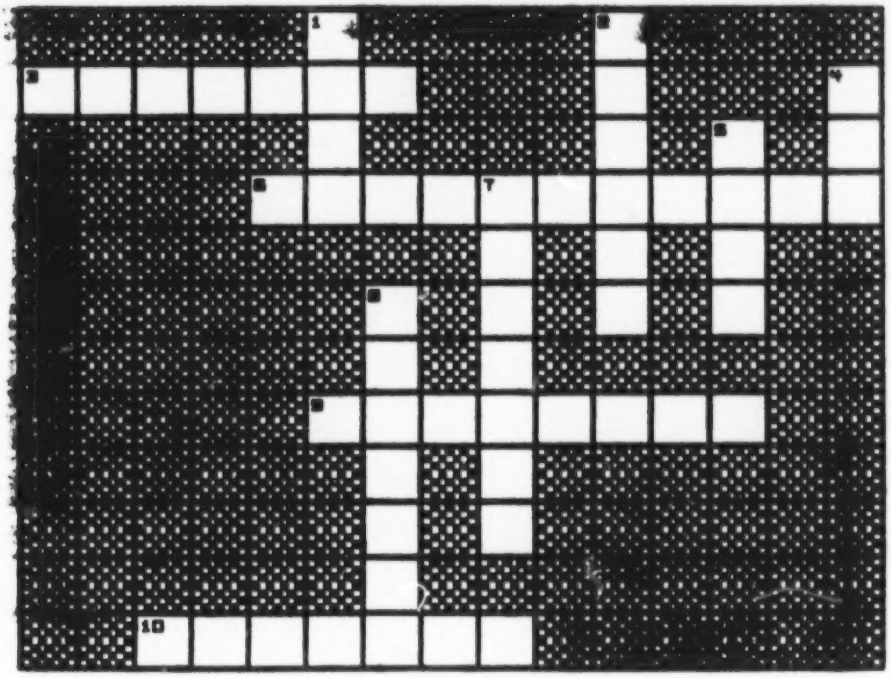
1. The game can be played as a team or with single players.
2. "Expert" class teams can be chosen and another class's "experts" can be challenged.
3. Students select two numbers and try to match up words with definitions.
4. Winners earn the most points tallied from the points written on the backs of the cards.
5. Prizes can be points added to grades or candy or little wrapped gifts.

Appendix W

Example of a Crossword Puzzle

Appendix W

Crossword Puzzle



DOWN CLUES

1. try to get favor or notice by slavish acts
2. thinking; pondering
4. a feeling of wonder and reverence
5. pick out; select; pick over;make selections from
7. to make greater; increase or enlarge
8. hollowed or rounded inward like the inside of a bowl

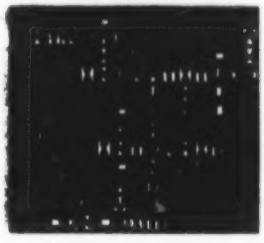
ACROSS CLUES

3. to plead; beg
6. lack of thankfulness
9. stop for a time
10. having an excessively high opinion of oneself

WORD LIST: LUCKHAM

AUGMENT
AWE
CONCEIT
CONCAVE
CULL
ENTREAT
FAWN
INGRATITUDE
INTERMIT
MUSING

ANSWERS:



Appendix X

Directions for Magic Squares

Appendix X

Magic Squares

At the site school, teachers were given a selection of ready-made magic square combinations so even the non-mathematical teachers could make magic squares. This was a part of the Governor's Grant Workshop (1984).

These magic squares work well for vocabulary and definition matching items. They can be used for any type of matching items.

7	3	5
2	4	9
6	8	1

0* 15**

10	8	6
2	9	13
12	7	5

4* 24**

7	11	8
10	12	4
9	3	14

5* 26**

9	2	7
4	6	8
5	10	3

1* 18**

9	7	5
1	8	12
11	6	4

3* 21**

16	2	3	13
5	11	10	8
9	7	6	12
4	14	15	1

0* 34**

19	2	15	23	6
25	8	16	4	12
1	14	22	10	18
7	20	3	11	24
13	21	9	17	5

0* 65**

2	7	18	12
8	5	11	15
13	17	6	3
16	10	4	9

2* 39**

**magic number

*lolls needed in answer column

Appendix Y

Directions for Vocabulary Bingo

Appendix Y

Directions for Bingo

Materials:

1. 5 X 8 unlined index cards
2. Black marker

Directions:

1. On one side of the card, mark off the card into 16 squares.
2. Each week, students are assigned ten words.
3. On each card, write the ten words in different combinations.
4. For the one of the other squares, label one free space.
5. For the rest of the squares, label words from previous lists and the names of administrators, people in the current events, and literary characters.

Rules:

1. Each student is given a card.
2. The teacher calls out clues, usually definitions.
3. A student wins with four in a row in any directions.

Appendix Z

Directions for Relay Game

Appendix Z

Relay Type of Game

Directions:

1. Students are arranged into teams of five students to ten students.
2. This game can be played indoors or outdoors.
3. This game can become a little noisy.
4. A game card and pen or pencil is provided to each team.
5. On each 5 X 8 index card, write five to ten questions. Allow room between the questions for the answers.
6. The cards are place face down in front of each team.
7. A Leader is selected or the teacher assumes the role. The Leader asks the teams "Ready?". Then the Leader gives the signal for the first student in the team to pick up the card and begin.
8. Without helping each other the first student in the card answers the first question. Then the card is passed down the line with each student answering the next question.
9. When a team has answered all of the questions on the card, the first person in the team takes the card to the Leader.
10. The Leader awards points for first finished. Second, third, and on are given points in decreasing amounts.

11. If any answers are incorrect, the card is given back to the team to correct. If the answers are incorrect, obviously the team is not finished.
12. The winning team is the team with the most points at the end of the game.
13. The prizes can be points given, candy, or small prizes.

This can be played in a more active way, but students should never be encouraged to run holding pencils.

Appendix AA

Directions for Quiz Bowl type of Game

Appendix AA

Quiz Bowl Type of Game

Directions:

1. Students are arranged into teams of five students in each team and seated together as a team.
2. Students are told to elect a Spokesperson.
3. The Spokesperson's job is to let the Questioner know when the team is ready to answer by standing up, raising a hand, or ringing a bell. (Different methods work in different classes.)
4. One student in the class is chosen to ask the questions.
5. One or two students are assigned to watch the Spokespeople to arbitrate the first team to signal for answering.
6. The questions are written on 3 X 5 cards and are labeled by category.
7. The Questioner asks the teams "Ready?". Then the Questioner gives the name of the category and the point count for the question.
8. When the question is given, it is repeated once.
9. When a team indicates that the team is ready to answer, the spokesperson gives the answer.

10. If the answer is correct, the point(s) are awarded to the answering team. If the answer is incorrect, another team can then answer. (If a teacher has a class of guessers, the teacher can decide if points should be subtracted for wrong guesses. Usually half of the points are subtracted for wrong answers.)
11. The winning team is the team with the most points at the end of the game.
12. The prizes can be points given, candy, or small prizes.
13. The "expert" team of a class can challenge the "expert" team from another teacher's class. This can become a grade-wide or school-wide contest.

Appendix BB

Teacher-constructed Pre-implementation Test

Appendix BB

VOCABULARY PRE-TEST

DIRECTIONS: Number your paper one to thirty-five. Write the letter of the correct answer next to each number.

1. coincides
2. idle
3. concave
4. ingratitude
5. cull
6. menace
7. conceited
8. tyranny
9. enterprise
10. disjoin
11. persuasion
12. valiant
13. construe
14. lamented
15. fawn
16. indifferently
17. sinews
18. augment
19. extremities
20. mischievous
21. awe
22. entreat
23. musing
24. voluntary
25. blunt
26. obscure(ly)
27. ambitious
28. civil
29. infirmity
30. lottery
31. intermit
32. hack
33. wrath
34. envy
35. impatient

A. full of or guided by the desire to distinguish oneself from other people, to rise to high position or attain rank, influence, or distinction.
B. make or become greater in size, number, amount, or degree; increase or enlarge
C. a feeling of wonder and reverence inspired by anything of great beauty, sublimity, majesty, or power
D. pick out; select: pick over, make selections from
E. show the meaning of, explain; interpret; analyze the arrangement and connection of words in a sentence, clause, phrase, etc.
F. try to get favor or notice by slavish acts
G. stop for a time; discontinue; suspend
H. pondering, thinking in a completely absorbed way, meditating; saying thoughtfully; looking thoughtfully
I. not clearly expressed; hard to understand; not expressing meaning clearly; little known; not well known; attracting no notice
J. expressed grief for; mourn for; regret; expression of grief; poem, song, or tune which expresses grief
K. to occupy the same place in space or time; to correspond or agree exactly
L. slow or deficient in feeling; insensitive; dull; having an edge or point that is not sharp; lacking refinement or tact; abrupt
M. hollowed or rounded inward like the inside of a bowl
N. having an excessively high opinion of oneself
O. marked by courtesy or politeness
P. to end the union of or become separated
Q. a difficult, complicated or risky project or undertaking; venture; a business organization; readiness to engage in daring action; initiative

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R. painful or resentful awareness of an advantage enjoyed by another with a desire to possess the same advantage
S. to ask earnestly or urgently; plead; beg
T. the farthest or most remote part, section, or point; a limb of the body especially the hand or foot; extreme danger or critical need; the utmost degree (as of emotion or pain); a drastic or separate act or measure
U. to cut with repeated irregular or unskillful blows; to sever with repeated blows; chop
V. not patient; restless or short of temper under irritation, delay or opposition
W. not based on facts; worthless; useless; not employed; doing nothing
X. without choice or preference; without interest or concern; neither good or bad; mediocre; not important
Y. lack of thankfulness
Z. being poor or weakened; feebleness; frailty; disease; ailment; a personal failing
AA. the drawing of lots in which prizes are given to the winning names or numbers; a way of disturbing prizes by chance
BB. to make a show if intention to harm; to appear likely to cause harm; threat; danger
CC. causing mischief; intending to do harm; causing or tending to cause petty injury or annoyance
DD. winning over to a belief or a course of action by argument or earnest request; a way of believing
EE. tendons; one dressed for use as a cord or thread; solid resilient strength; power
FF. a government in which absolute power is vested in a single ruler; the office, authority, and administration of such a ruler; a arbitrary and despotic government
GG. done or given, or made in accordance with one's own free will or choice; not accidently
HH. boldly brave; courageous; heroic
II. violent anger; rage; retributory punishment for sin or crime

Appendix CC

Sheet for Comparison of Pre-implementation DRP scores and Post-implementation DRP scores

Appendix CC

Degrees of Reading Power (DRP) Scores

Student	First Score	Second Score
# 1	75	92
# 2	80	
# 3	84	82
# 4	55	
# 5	50	
# 6	60	68
# 7	69	71
# 8.	67	70
# 9	75	inc.
# 10	73	82
# 11	84	92
# 12	68	68
# 13	75	
# 14	73	84
# 15	81	86
# 16	74	84
# 17	73	
# 18	60	
# 19	86	92
# 20	51	
# 21	50	
# 22	57	
# 23	43	
# 24	58	

Appendix DD

Results of the Post-implementation Attitude Survey

Appendix DD

Student Reading Attitude Survey # 2

QUESTIONS	YES	NO
1. Do you enjoy reading in general?	11 Yes	2 No
2. Do you enjoy reading the selections in our textbook?	10 Yes	3 No
3. Do you have any problems understanding our reading selections in the textbook?	8 Yes	5 No
4. Is the textbook vocabulary difficult for you?	5 Yes	8 No
5. Do you read for pleasure?	12 Yes	1 No
6. Do you read magazines?	11 Yes	2 No
7. Do you read fiction books?	11 Yes	2 No
8. Do you read non-fiction books?	9 Yes	4 No
9. Do you have problems reading textbooks in other classes?	0 Yes	13 No
10. Do you believe your vocabulary is good?	10 Yes	3 No
11. Do you find new vocabulary words easy to learn?	11 Yes	2 No
12. Do you like to read aloud?	13 Yes	0 No
13. Do you like to read silently?	8 Yes	5 No
14. Do you plan to attend college or university?	10 Yes	3 No
15. Do you plan to enlist in the military?	1 Yes	12 No
16. Do you plan to attend a vocational training program after graduation?	2 Yes	11 No

Appendix EE

Critical Thinking and Self-Reflection Checklist

Critical Thinking and Self-Reflection Checklist

The GEM Practicum Internship

John Barell - (Adapted)

Using a scale of 1 to 5, rate your work setting according to the following items:

5=Very Often 4=Often 3=Sometimes 2=Seldom 1=Rarely

CLASSROOM

1.	When students pose unusual or divergent questions, I ask, "What made you think of that?"	5 (4) 3 2 1
2.	Information in the text is challenged.	5 (4) 3 2 1
3.	When a decision has to be made between involving the class discussion of an intriguing student idea (topic related) or moving on to "cover" content, I choose the former.	5 4 (3) 2 1
4.	I encourage participants to seek alternative answers.	(5) 4 3 2 1
5.	The target group receives positive reinforcement for initiating questions.	(5) 4 3 2 1
6.	Problems are used as a means for the target group to generate their own questions (or problems), which we then seriously consider.	5 (4) 3 2 1
7.	Teaching and learning occur without teacher talk.	(5) 4 3 2 1
8.	Most questions posed during class can be answered with short or one-word answers.	5 4 3 (2) 1
9.	Students spontaneously engage in critiquing each other's thinking.	(5) 4 3 2 1
10.	Students are encouraged to relate subject matter to experiences in other subjects or to their personal lives.	(5) 4 3 2 1

11. I stress how to think, not what to think.	5	(4)	3	2	1
12. Students often set objectives for their own learning.	5	(4)	3	2	1
13. Students spend time working collaboratively to solve subject matter questions.	5	(4)	3	2	1
14. One focus in my implementation is trying to help others understand how and why people (mentioned in texts) created ideas, solutions, experiments, rules, principles, and so on.	5	(4)	3	2	1
15. Students actively listen to each other.	(5)	4	3	2	1
16. I facilitate collaborative instructional problem solving.	5	(4)	3	2	1

DRP SCORES FOR
TARGET STUDENTS